



Equality Information and Objectives	
Date	February 2020
Yearly Review	March 21
Review	February 2024
Reviewed by	Headteacher Miss Toal
Approved by	Whole Governing Body
Statutory Policy	
Other related policies	
Equality Policy	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
8. Equality objectives.....	4
9. Monitoring arrangements	6

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

Sandlings Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Sandlings primary school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Sandlings primary school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, Sandlings Primary School will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Sandlings Primary School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health (PSHE) and RSHE education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

Sandlings Primary school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

These targets have been chosen due to the ever changing cultural diversity of our school due to military postings; the need to support families where English is an additional language and learn about, celebrate and respect other cultures in order that all children continue to be treated with mutual respect and understanding in order for them to thrive and to raise staff awareness of their duty under the equality act 2010.

Objective	Actions	Who will be involved?	How will we measure our success?	year 1 evaluation March 22 nd 2021
To improve induction for EAL parents so that they have the correct information to help children settled in well.	Parent induction pack simplified and with pictures An additional EAL section on admissions form	SLT and office manager	Feedback from parents Pupil Data	revised induction packs are in place Next Steps make reference to translation buttons on Website and Class Dojo Include translation in parent's survey in the summer term review school admissions form EAL section
To improve teaching and learning for children with English as an additional language so that any identified barriers to learning are overcome. Children are able to access the full curriculum	Staff to receive EAL training on strategies to aid vocabulary understanding Staff to use Bell Foundation EAL on entry assessments to identify areas of language need	Teachers and learning support assistants	Observation Pupil data	staff have visited Handford Hall for EAL training Bell assessment is used interventions include talk for talk and pre learning Next Steps further CPD on language and vocabulary development classroom poster reminder "Cummins quadrant of thinking skills"
To celebrate children's cultural and religious diversity; school environment to reflect different cultures to enable all children to have a sense of belonging and value others	World map with children's photos in hall Ensure different cultures and beliefs are included in the assembly framework Cultural artefacts boxes Audit books in library Cultural days planned with parents from	Teachers pupils and parents	Parent and pupil feedback Observation and school environment	World Map is in place in hall Other religions and cultural events timetabled in assemblies Assembly music is culturally representative auditing books has begun Nepalese events held during lock down Fijian was made reference to and Chinese new year Next Steps

	different countries			update map when restrictions change Cultural artefact boxes (with children and families help) Map out the online cultural books for each class in the virtual library plan cultural days embed diversity into cultural capital
To raise staff awareness of the duties under the equality act with all staff so that there is an ethos of inclusion and all children are treated equally.	Add to new staff induction checklist Add as an agenda item for all staff meetings Monitor club attendance Ensure all new policies make reference to and consider impact on equality	All staff	Documents Club attendance records Pupil data	Standard agenda item for staff meeting about protected characteristics Has been added to staff induction pack Policies make reference to equality Next steps analysis and evaluations draw upon the protected characteristics Further review of policies to enhance equality
To ensure children who are from non MOD families feel equally valued and significant in the context of the schools unique population.	Pupil voice Marking significant moments in the school year in addition to arrivals and transfers Publicise the school more widely to increase the population of this group.	All staff and pupils	Pupil voice Parent voice	Initiatives such as teddy gift have equal access to them not just the “mobile” groups” Next steps marketing school Year 6 contributions to SDP

Next Steps

To incorporate the objectives into the school development plan for 21/22

9. Monitoring arrangements

The head teacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years and monitor progress towards targets once a year.

This document will be approved by the governing body